2: Junod M-5 (1895-1909) 1927 Thonga

bition of those which are prejudicial to public health, whether on account of a too high percentage of alcohol, on account of their mode of manufacture, or on account of the physical and moral disorders which they produce."

These proposals were favourably received by the Committee for the Colonies, but no vote was taken on details, only a general resolution being passed. It is clear that these recommendations are intended for the whole Native population. In the domain of the Church we should go much further, as pointed out above.

II. On the Problem of Native Education.

The study which we have made of the Bantu Intellect in Part V has paved the way for a consideration of this great question, which is one of the most important features of the Native problem in South Africa.

The wild buffalo has been made prisoner! A yoke has been placed on its neck. — The savage mind of the Bantu is now being trained to civilised methods, and the Elementary School gathers in the goatherds of the bush, all over South Africa. More than 220,000 children are attending a course of instruction. The wild buffalo has bowed its neck to the yoke with wonderful readiness! It is one of the promising features of the present situation of the Black race that it has so quickly accepted the school. This acceptance proves its vitality; it understands that the acquisition of knowledge is, for it, the only way of adapting itself to altered circumstances. So, though primary education has nowhere yet been made compulsory, children are leaving their flocks and learning reading, writing, and arithmetic. This phenomenon is universal, and is to be observed not only in the towns, where big boys of twenty or thirty years of age crowd to the evening schools, patiently writing letters on slates with clumsy fingers, but in the most remote parts of the country, wherever a missionary or a Native teacher opens a school.

This spread of instruction is bound to have great results for the future of the race, and its intellectual development; it is therefore of the utmost importance that rational and wise methods should be adopted in the conduct of this work, in order to help rather than injure the Bantu mind. Unfortunately it cannot be said that such has always been the case in past times. To avoid mistakes and errors I beg to put forward the following suggestion as to the first principle of Native Education.